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ABSTRACT

This paper summarizes research and publications on the benefits of providing elementary and secondary school media centers and libraries in developed and developing nations. Summaries of five research studies on the impact of media centers/libraries on teaching and learning provide information on research activities in the United States and Latin America. Also summarized are evaluative studies and reports on the effects of U. S. government programs developed under Titles II and IV-B of the Elementary and Secondary Education Act, which covered school library resources, textbooks, and other instructional material. A second section presents quotations from a number of formal professional statements which indicate that media centers can substitute for traditional classroom experience and can support independent learning. Publications from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the International Federation of Library Associations (IFLA), and other authorities are included; descriptions of specific media centers in various countries are also provided. A final section briefly outlines some examples of recent progress in school library programs in eight developing countries, while an amendment describes four education research projects in developing countries. Also presented are an introductory essay, an extensive abstract, a 30-item bibliography, and the addresses and contact persons for two relevant international library organizations. (ESR)

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THE WORLD BANK EDUCATION SECTOR
SEMINAR ON THE DEVELOPMENT
OF SCHOOL MEDIA SERVICES
IN ELEMENTARY AND SECONDARY EDUCATION

October 19, 1982

The Teaching-Learning Role of Media Centers/Libraries

Background Paper No. 1

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Mary Helen Mahar
Consultant
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January, 1982

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Introduction

The purposes of this Background Paper, The Teaching-Learning Role of Media Centers/Libraries are: 1. to describe the effects of media centers/libraries on teaching and learning, as they have been made evident by research; 2. to indicate how media centers and services supplement traditional classroom experience and support independent learning. These purposes are related mainly to school media centers/libraries at the elementary and secondary levels, but include both directly and by implication libraries of communities and of institutions of higher education.

The United States, the Scandinavian countries, Australia and the United Kingdom, as examples, have for many years supported libraries in secondary schools, but only fairly recently have libraries in elementary schools been recognized as essential and worthy of support. Changing trends in elementary education away from rote learning, the vigorous efforts of the professional organizations of education, and the great increase in the publishing of children's books in many literate countries, have stimulated the growth and acceptance of elementary school libraries, and research concerning them.

Development of Research on School Libraries

Data on public school libraries were collected and published periodically by the U.S. Office of Education beginning

in 1876. However, in the school year 1958-59 the United States Office of Education conducted a brief postcard statistical survey of public school libraries in the United States. This study showed with immediacy that of a total of 19,654,511 elementary school pupils in the survey, 10,034,301 or 51 percent attended schools without centralized libraries. For secondary school pupils, 98.47 percent attended schools with centralized libraries. This survey, and two following (1960-61 and 1962-63) were published in a period when there was a great upsurge of concern about the quality of public schools and the need for federal aid. These statistics concerning school libraries were used repeatedly in testimony by educators and concerned citizens before the Congress of the United States. As a consequence, when the Elementary and Secondary Education Act was passed in 1965, Title II of that Act provided for school library resources, textbooks, and other instructional materials, for the use of children and teachers in public and private schools of the United States.

The statistical studies concerning elementary school libraries stimulated research. Empirical judgment of the value of elementary (and secondary) school libraries in the teaching and learning process did not satisfy leaders in education, and research studies to test scientifically the effects of school libraries were conducted. The studies by Professor Gaver and Mr. El-Hagrasy, and the three evaluative surveys conducted by

the U.S. Office of Education and summarized in this Background Paper, are major examples of the application of research techniques to ascertain the effects of school libraries on pupils and teachers. These studies, except one, do have valid evidence of positive effects on achievement by school library materials and services. The exception, Descriptive Case Studies in Nine Elementary School Media Centers, which describes the effects of minimal collections of books provided for the first time in disadvantaged inner city schools, has important implications for the provision of books and materials in developing countries. However, the children in these schools responded enthusiastically to the books, and asked for more books, and expanded opportunities to use them. Modest collections of books accessible to children in schools can initiate a love of books and desire for learning -- the beginnings of achievement.

Mrs. Perez's report Modernizing Education in Latin American Through School Libraries describes both research studies and heroic efforts to establish demonstration school libraries in Venezuela, and the time period covered parallels the time of the studies conducted in the United States. The motivation, however, goes deeper and is rooted in her concern for the waste of human resources in the national life by Latin American countries.

Two of the research studies summarized, Fifteen Thousand Hours. Secondary Schools and Their Effects on Children, and Project Talent, Studies of the American High School, produce evidence that school library materials and services, contribute, among other factors. to achievement, staying in school and going to college. These data on school libraries are derivative, from a larger frame of research on secondary schools and as such have unusual objectivity. The fact that Fifteen Thousand Hours was the result of research conducted by a psychiatrist, rather than an educator, also is indicative of impartiality.

Media Centers and Independent Learning

The second purpose -- to indicate how media centers[1)] and services supplement traditional classroom experience and support independent learning -- has been given increased attention in the literature of school libraries since the addition of audiovisual materials and equipment to library collections.

1) It should be noted that "media centers" has been accepted and supported in professional literature as the modern term, but "school libraries", "media centers", "resource centers", etc. are in common use and can have the same meaning. The American Association of School Librarians recently changed the title of its official publication from School Media Quarterly to School Library Media Quarterly.

Actually, supplementing classroom experience and supporting independent learning always have been attributes of school, college and public libraries whether the library collections were entirely books and other printed materials, or included audiovisual materials. But the addition of film, video tapes, microfilm and microfiche, and more recently micro-computers, have enhanced the self-teaching services of libraries through media equipment. UNESCO, in its publication, Guide For the Conversion of School Libraries Into Media Centers, supports this concept as described in this Background Paper.

Whatever the content of the media center's collection, the objective to foster the use of media centers for life-long learning is of the utmost importance in planning and designing media centers. As planning proceeds to add media centers to the schools of developing countries, community members, teachers, supervisors and pupils should contribute their ideas for encouraging continuing and independent learning, as well as for supporting instruction.

Some Considerations for Establishing School Media Services in Developing Countries

It is important to note that, although many of the schools and media centers described in this Background Paper are examples useful for research and demonstration, they are not to be interpreted necessarily as models for schools and

media centers in developing countries. Efforts to provide school library/media services and materials in developing countries should be specifically related to the mores, languages, and social and economic status of the particular countries, and the aspirations of their people. In many developing countries, the identification of native literature and the organization of indigenous publishing industries should be parallel objectives. Children should be taught to read in their native languages, and with books and materials which reflect their own experiences and environment. Gift books from other countries, however well intentioned, are often more detrimental than conducive to learning, particularly for elementary children. Any plan for the development of school libraries should be based on local conditions, and not on alien standards. A small number of books or posters or pictures in a single classroom can serve very well as a beginning step, if the materials are attractive and interesting to the children.

Another point should be given careful consideration. There have been some efforts to initiate media services in developing countries with technological devices such as video tapes, closed circuit television, micro-computers, at the same time excluding books and other forms of printed materials. This approach has been tried in a number of places with doubtful results. One notable and expensive experiment with television as the sole medium of instruction was tried in

American Samoa, and failed. Most well-supported school libraries in the United States include audiovisual materials and equipment, and newer technological devices, but they are supplementary to books and periodicals. Printed materials still form the basic and most effective media of instruction and learning. Producers of technological equipment for education are a powerful force in promoting its acquisition and use in schools. Although such equipment can have genuine educational value, the profit motive should be considered in making decisions concerning its selection.

September 6, 1982

Amendment to the Background Paper: The Teaching-Learning Role of Media Centers/Libraries for consideration at the Seminar, The World Bank, Education Department, Tuesday, October 19, 1982.

Mary Helen Mahar, Consultant, School Media Services

The four studies summarized briefly following, are education research projects conducted in developing countries. Only #4, the study by the Indonesian Ministry of Education, is concerned directly with the effects of Media Centers/Libraries on achievement. However, the other three studies have important implications for relating Media Centers/Libraries to the improvement of instruction and learning. The analysis by Heyneman and Loxley (#1) The Impact of Primary School Quality on Academic Achievement across Twenty-nine High and Low Income Countries, and the report by Loxley (#2) The Impact of Primary School Quality on Academic Achievement in Egypt, support the concept that the quality of schools is a stronger influence on pupil achievement than the socio-economic status of pupils in developing countries. The draft for comment by Jamison and Montenegro (#3) Evaluation of the Phillipine Textbooks Project: Multivariate Analysis of Data from Grades 1 and 2, indicates that improvement in textbook provision strengthens academic achievement, an implication that the provision of school library materials would have a similar effect. The data provided by the Ministry of Education, Planning Division, Indonesia (#4) are evidence that

achievement of pupils in schools with libraries is higher than the achievement of pupils who do not have access to a school library.

1. Heyneman, Stephen P. and Loxley, William. The Impact of Primary School Quality on Academic Achievement across Twenty-nine High and Low Income Countries. The World Bank, June, 1981. (To appear in American Journal of Sociology).

"This paper explores various influences on academic achievement in Africa, Asia, Latin America and the Middle East where research on the question of school effects is less common. The results are of three kinds: children who attend primary school in countries with national per capita income lower than those of industrialized societies learn substantially less after similar amounts of time in school. However, the power of socio-economic status to determine achievement is substantially less, the lower the income of the country. Finally, the lower the income of the country the greater the power of school and teacher quality to determine a student's academic achievement. Generalizing to the world's population of school children, it is possible to conclude that the predominant influence on their learning is the quality of the schools and the school teachers to which they have an opportunity to be exposed..... This led to the attempt to quantify those items in a school which lend themselves to physical investment potential - teacher educational levels and specializations, library resources,

audio-visual equipment, and the like."

The data for this study are drawn together from six organizations in various parts of the world having survey information on school and teacher quality and science achievement of thirteen and fourteen year olds.

In the Table (2) "Mean, Standard Deviations and Influences on Academic Achievement in 29 Countries", the variance explained by school and teacher quality is higher than the variance explained by preschool influences in all of the developing countries of the survey except Uganda and Paraguay. The countries where the school and teacher quality variance was higher were: India, Botswana, Bolivia, Thailand, Egypt, El Salvador, Columbia, Iran, Brazil, Peru, Mexico, Chile, and Argentina. In the developed countries of this survey, the variance explained by preschool influences was higher: Hungary, Italy, Japan, Scotland, England, New Zealand, Finland, Netherlands, Australia, Germany, French Belgium, Flemish Belgium, Sweden, and United States.

This supports the concept that the materials and services of Media Centers/Libraries in schools of developing countries have the potential for influencing pupil achievement.

2. Loxley, William. The Impact of Primary School Quality on Academic Achievement in Egypt. Presented to the Annual Meeting of the Comparative International Education Society, New York City, March, 1982. (Analysis part of the World Bank's research project on "Textbook Availability and Education Quality" RPO671-60 and the Education Department's research project on "The Influence of School Resources.")

"This report re-examines the relationships among home, school and achievement performance in the Egyptian context by assaying the relative impact of families and schools on student test performance."

Results of the study related to the Teaching-Learning Role of Media Centers/Libraries were: "School quality affects reading and Math performance in much the same way across social status groups. ..... Academic performance in Egypt is tied to school quality much more so than is the socio-economic background of students." In Egypt, the school's unique influence on reading and Mathematics was 51 and 68, respectively, as compared with 16 and 13 percent of preschool unique influence. (Table 3). "Given the positive indications found in this analysis, the likelihood of finding the school setting a profitable avenue for uncovering clues to increasing academic performance is indeed encouraging."

It is reasonable to assume, therefore, that the materials and services of Media Centers/Libraries in Egypt might have a positive effect on pupil achievement.

3. Jamison, Dean T. and Montenegro, Xania. Evaluation of the Phillipines Textbook Project. Multivariate Analysis of Data from Grades 1 and 2. (Draft for Comment). Washington, D.C., The World Bank, 20433.

The textbook project was undertaken by the Phillipine government, with the assistance of the World Bank, to alleviate the lack of textbooks in the nation's public schools. The larger goal of the project was to raise student achievement. During the first year, the project provided first and second grade textbooks in Science, Mathematics and Pilipino.

In the evaluation of the project, two groups of pupils were used - one group with textbooks provided, and the other without textbooks, as a control group. At the end of the Project Year, the academic achievement of the two groups was compared. The major instruments employed were the grades 1 and 2 achievement tests. Achievement test scores in Science, Mathematics, and Pilipino were strongly influenced by membership in the Textbook Project. The strongest effects were seen in Science in both grades; the weakest effects were seen in grade 2 Pilipino. In general, the results strongly indicate that the distribution and use of textbooks positively influenced student performance.

Since textbooks are related to library materials, and are, in some instances, part of library collections, this evaluation of the Phillipines Textbook Project implies that school library materials and services may make a significant contribution to the achievement of pupils.

4. Indonesia, Ministry of Education, Planning Division. Study of Schools of Indonesia (Excerpts). "School Libraries and Their Use." 1978. "Pupil Achievements and Textbooks." 1975-76.

"Twenty-eight percent of urban students attended schools which, according to the principal, did not have a school library. Their total achievement mean was 178.8, as compared with 218.1 for schools with libraries. ..... In rural areas, 42 percent of the students did not have access to a school library, and the comparable achievement means were 186.4 and 171.7."

A comparison was made of the achievement means of rural and urban students with the number of books per pupil, and tabulated as follows:

Table 20 Total achievement means for students from urban and rural areas by number of students per school library book.

Number of Students/Book	Urban %	Urban Mean	Rural %	Rural Mean	Total %	Total Mean
No books	28	190.3	42	173.0	37	177.9
4 or more	24	197.2	28	182.4	26	187.5
1 to 4	21	206.7	17	196.5	19	201.0
Under 1	27	234.1	13	174.3	18	208.6
Total	100	207.3	100	179.8	100	190.3
N	3576		5720		9296	

"We do not have any information on the types of book available in the schools, their condition, or their

suitability for SMP students. However, the crude index which forms the basis of the table does show some relationship to achievement. The percentages of students who were not able to borrow books are much the same as the percentages of those who did not have access to a library, although those are not necessarily the same students. (For reasons outlined above, having no books for borrowing is not necessarily the same thing as having no library, and the means in this category do not tally exactly.) But the general trend is similar in rural areas at least. Achievement rises with the number of books available in relation to the school roll. The down-turn in rural areas at the point when one student per book is reached is difficult to explain, since this category contains over 700 students, and the mean score of 174.3 should be reasonably stable. But this index could be a useful one and plays some part in later analysis."

Assessments of scholastic achievements for grades 6 and 9 were begun in 1975 and 1976 by the Office of Educational and Cultural Research and Development in the Ministry of Education and Culture of Indonesia. "The assessments suggested that in the mid-1970's prescribed textbooks for grades 6 and 9 were not effective in raising student achievement. These results reflected an inappropriate book content. There is evidence that use of books with appropriate content contributes significantly

to higher learning achievements. The assessment of grade 9 achievements indicated that an adequate library with a supply of books for borrowing by teachers and pupils, is strongly associated with achievement and stands out as the most significant of examined school quality variables. The 'library services' variable is independent of home background factors, both in rural and urban areas."

* * * *

ABSTRACT

The Teaching-Learning Role of Media Centers/Libraries

I. Research studies (A) and evaluations (B) on the impact of media centers/libraries on teaching and learning, summarized in this Background Paper are:

A.1. Gaver, Mary Virginia. Effectiveness of Centralized Library Services in Elementary Schools. New Brunswick, New Jersey, Rutgers University Press, c1963. XXVII, 268 p.

The hypothesis tested by this investigation was that pupils in elementary schools with libraries and librarians would achieve higher educational gain than pupils in schools with centralized collections or classroom collections only. The study compared sixth grade pupils' achievement scores in three sets of schools, matched by library provision.

Outcome: The study showed that sixth grade pupils' scores in schools with libraries and librarians were significantly higher than those in schools with centralized or classroom collections only. There were significant differences in measures of educational gain from the fourth to the sixth grades in vocabulary, reading, language and arithmetic.

2. El-Hagrasy, Saad Mohammed.[1] The Teacher's Role in Library Services; An Investigation and Its Devices. Doctoral thesis, Rutgers, The State University, New Brunswick, New Jersey, May, 1961. VII, 267 p.

This study tested the hypothesis that teachers' reading habits and library backgrounds affected the pupils' amount and kind of reading and library skills. The hypothesis was tested by the application of a number of "devices" to teachers and sixth grade pupils in two public elementary schools in Newark, New Jersey. Outcome: The success of the library provision for pupils in the school depends, to a marked degree, on the teachers' reading habits and library backgrounds.

3. Fifteen Thousand Hours. Secondary Schools and Their Effects on Children. Michael Rutter and others, Harvard University Press, 1979. 285 p.

The major purpose of this study was to determine whether secondary schools in deprived inner city areas of London necessarily promoted failure of their students, or whether there are significant differences among these high schools which can be indicators of the success or failure of their students. One indication was the emphasis that the schools placed on academic activities.

1) Now (1982) Director, Department of Library and Information Science, University of Cairo, Egypt.

Finding: Children's reported use of the school library correlated significantly with academic emphasis and outcome. All the schools rated highly in academic outcome had good libraries, and some, at considerable expense, ensured that they were open after school and in the dinner hour.

4. Perez, Virginia Betancourt de. "Modernizing Education in Latin America Through School Libraries". School Libraries, Winter, 1971. pp. 36-40.

A group of educators, editors, authors and publishers determined through research and related activities that education in Latin America could best be modernized through establishing school libraries. They developed the Guayana project in Venezuela -- the organization of six elementary school libraries -- for demonstration purposes.

Outcome: A study program was developed to measure the effects of the Guayana project and it was found that school libraries, if organized as a system with common standards and procedures, are efficient means of educational renewal.

5. Project Talent. A Survey and Follow-up Study of Educational Plans and Decisions in Relation to Aptitude Patterns: Studies of the American High School. John C. Flanagan and others. Cooperative Research Project, No. 226, Office of Education, U.S. Department of Health, Education and Welfare, 1962.

One of the many characteristics of the American high school on which data were collected was the number of books in the school library. Correlated with other factors, there were a number of results.

Outcomes:

1. For English achievement one most important factor is having an adequate library in the school.

2. Four of the most important treatment factors closely and uniquely associated with school outcomes such as achievement, going to college and staying in school were: Teachers' salaries; amount of teachers' experience; number of books in the school library; per pupil expenditure. (Emphasis added)

B. Evaluative studies and reports summarizing the effects of school media centers/libraries on teaching and learning under the U.S. Government programs: Titles II and IV-B of the Elementary and Secondary Education Act -- School Library Resources, Textbooks, and Other Instructional Materials. (Equipment was added to Title IV-B):

1. An Evaluative Survey Report on ESEA Title II, Part I Analysis and Interpretation. Part II, Tables. Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1972.

2. Emphasis on Excellence in School Media Programs Descriptive Case Studies Special-Purpose Grant Programs. Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1969.

3. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities. Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. [1969]

The three studies cited above were part of a comprehensive evaluation of Title II of the Elementary and Secondary Education Act, which provided funds for school library resources, textbooks, and other instructional materials for the use of teachers and pupils in public and private schools in all the States, outlying areas of the United States, and the Bureau of Indian Affairs. The studies were designed under the direction of specialists in educational research and conducted with the assistance of school library leaders employed outside the U.S. Office of Education. The first one, An Evaluative Survey Report on ESEA Title II, produced a great deal of data. One significant outcome was that 57,876 schools reported an increase in the use of the media center by pupils with reading difficulties. (Table 72)

The second study, Emphasis on Excellence in School Media Programs. Descriptive Case Studies Special Purpose Grant Programs provided data on eight schools which received extraordinary amounts of materials for their media centers. The overall conclusion for these schools with competent faculties was that generous amounts of printed and audio-visual materials change and improve both methods of instruction and pupil utilization of materials.

The third study, Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities was conducted in schools where only minimal amounts of ESEA Title II materials were added to meager collections. The added materials increased the reading of pupils; there was no perceptible change in the instructional methods of teachers.

II. How media centers and services supplement or substitute for traditional classroom experience and support independent learning.

The Background Paper includes quotes of a number of formal professional statements supporting the concept of media centers substituting for traditional classroom experience and supporting independent learning:

1. The Foley Report of the Working Parts on School Libraries, Department of Education, Wellington, New Zealand, 1978.

2. The UNESCO publication, Guide for the Conversion of School Libraries Into Media Centers, 1977.

3. "UNESCO Draft School Library Media Service Manifesto", 1980.

4. Media Programs District and School, Standards of the American Association of School Librarians and the Association for Educational Communications and Technology, 1975.

5. F.A. Ogunsheye, "An Experiment in Library and Information Service to Primary Schools; The Case of Abadina-Nigeria", International Federation of Library Associations, Section of School Libraries, Brussels, 1977.

Specific examples of media centers which serve to substitute for traditional classroom experience and support independent learning are cited in Guide For the Conversion of School Libraries Into Media Centers. (UNESCO):

College Voltaire, Geneva, Switzerland, Malmo School of Education, Sweden, Louis Lumiere, Lower Secondary School, Marly-la-Roi, France.

The eight schools described in Emphasis on Excellence in School Media Programs are cited as good examples of media centers used for independent study, as well as for instructional purposes. The school media services of Guam are also cited.

A final section, "Some Examples of Recent Progress in School Libraries of Developing Countries", describes briefly changes in school library programs of eight countries: Kenya, Liberia, Tanzania, Kuwait, Jordan, The People's Republic of China, Phillipines and Singapore. The source of this information is the newly published (1981) International Handbook of Contemporary Developments in Librarianship. The examples may be useful for consideration in planning new or revised programs of school library/media services in developing countries.

Mary Helen Mahar

International Seminar for the Development of School Media Services in Elementary and Secondary Education

Background Paper #1
January, 1982

The Teaching-Learning Role of Media Centers/Libraries

I. What research says about the impact of media centers/libraries on teaching and learning

Studies demonstrating the impact of media centers/libraries on teaching and learning are derived from two general sources:

A. Research conducted independently under the sponsorship of universities, or organizations

B. Evaluative studies and reports summarizing the effects of media centers/libraries on teaching and learning under the U.S. Government programs: Titles II and IV-B of the Elementary and Secondary Education Act - School Library Resources, Textbooks, and Other Instructional Materials (Equipment was added in Title IV-B)

I. What research says about the impact of media centers/ libraries on learning.

A. Research conducted independently under the sponsorship of universities, or organizations.

1. Gaver, Mary Virginia. Effectiveness of Centralized Library Service in Elementary Schools. New Brunswick, New Jersey, Rutgers University Press, c1963. XXVII, 268 p.

This research investigation studied very directly the effect of elementary school library services on learning. The major hypothesis tested by the investigation was that degrees of library provision in elementary schools could be related to measures of pupils' educational achievement.

Six public elementary schools - five in New Jersey and one in Pennsylvania - participated in the study. Each school included Grades Kindergarten or One through Six, only. In pairs, the schools represented three levels of library provision: two with classroom collections only; two with centralized collections administered by a teacher or a volunteer parent; two with organized collections of books and other material housed in the schools and under the direction of a librarian.

The three library categories are defined in the study as follows: (p. 1)

1. Classroom Collection Only Category:

A semi-permanent or temporary collection of books deposited in a classroom by a public or school library or by the

bookmobile, and/or a teacher-built collection kept permanently in the classroom.

2. Centralized Collection Category:

A "transitional model" such as a central collection administered by a teacher in addition to teacher duties or by a Parent-Teacher Association member. (It was assumed that in most cases these would be supplemented by classroom collections.)

3. School Library Category:

An organized central collection of books and other materials, both in variety and content, housed in a room in a school for the use of students and teachers and under the direction of a librarian. (It was assumed, also, that school libraries would as a rule be supplemented by classroom collections.)

(Children in all categories reported the public library as a source for their reading at a relatively constant level, although there was some variation in the classroom collection only category.)

Each of the six schools selected had to have a past common measure of educational achievement. The selected common measure of academic achievement was the Iowa Test of Basic Skills which covered five major areas of mastery: vocabulary, reading comprehension, language skills, work study skills, and arithmetic skills. (p. 43) Sixth-grade students' scores for educational

gain over their own fourth grade scores were compared for the three groups: students in schools with libraries and librarians; students in schools with centralized collections; students in schools with classroom collections only. A total of 404 elementary school pupils in the six schools were tested.

In tabular presentation of the findings, the study identifies the types of library provision as follows:

A)	
B)	Schools with libraries and librarians
III)	
C)	Schools with centralized collections
D)	(and no librarians)
II)	
E)	
F)	Schools with classroom collections only
I)	

Table 1. (following) shows the number tested, means and standard deviations of difference scores of schools, categories and total group in seven achievement areas:

TABLE 1.

NUMBER TESTED, MEANS AND STANDARD DEVIATIONS OF DIFFERENCE SCORES OF SCHOOLS, CATEGORIES, AND TOTAL GROUP IN SEVEN ACHIEVEMENT AREAS

School and Category	N	1		2		3		4		5		6		7	
		M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.	M	S.D.
A	84	26.51	11.70	22.53	10.28	22.82	10.19	24.31	9.54	23.84	9.87	25.62	9.04	23.18	8.64
B	68	29.84	10.50	29.18	10.58	27.19	8.48	25.94	9.94	24.18	7.68	21.31	5.66	26.02	6.65
III	152	28.00	11.31	25.50	10.93	24.78	9.71	25.04	9.76	23.99	8.95	23.69	8.01	24.45	7.95
C	63	26.26	9.88	24.43	10.05	25.46	8.90	24.75	7.62	23.00	5.56	19.03	10.00	24.35	4.89
D	57	21.16	10.62	18.62	8.94	18.62	10.26	19.84	10.46	20.63	6.50	16.51	6.94	19.41	6.26
II	120	23.84	10.51	21.67	9.98	22.21	10.16	22.42	9.41	21.88	6.14	18.67	8.59	22.00	6.11
E	59	22.75	8.26	23.68	9.87	21.56	7.92	23.09	14.41	23.77	7.23	19.36	5.20	21.39	5.08
F	73	19.98	8.35	16.91	7.73	15.95	8.98	20.47	7.64	22.25	5.54	15.54	5.92	17.93	6.24
I	132	21.22	8.42	19.93	9.19	18.46	8.97	21.64	11.26	22.93	6.39	17.64	4.45	19.48	5.40
Total	404	24.55	10.62	22.54	10.45	22.00	9.85	23.49	9.47	23.01	7.28	20.09	7.53	22.10	6.98

Key: Column 1 = Vocabulary
2 = Reading
3 = Language
4 = Use of reference materials
5 = Work-study skills
6 = Arithmetic
7 = Composite

(Table VII, p. 45 of the Gaver text)

The composite - Column 7 (Table 1) - indicates that schools in Category III made the greatest gain in the six categories of skills, taken together. Schools in Categories II and III gained most in vocabulary, and schools in Category I made the highest gain in work-study skills.

Table 2 shows the difference in measures of educational gain for sixth grade pupils in each school:

TABLE 2.

SIGNIFICANT DIFFERENCES IN MEASURES OF EDUCATIONAL GAIN FOR SIXTH GRADE-PUPILS IN EACH SCHOOL[a]

BY SCHOOLS

Vocabulary

	B	C	D	E	F
A	3.33	0.25	5.35	3.76	6.53
B		3.58	8.68	7.09	9.86
C			5.10	3.48	6.28
D				1.59	1.18
E					2.77

Reading

	B	C	D	E	F
A	6.65	1.90	3.91	1.15	5.62
B		4.75	10.56	5.50	12.27
C			5.81	0.75	7.52
D				5.06	1.71
E					6.77

Language

	B	C	D	E	F
A	4.37	2.64	4.20	1.26	6.87
B		1.73	8.57	5.63	11.24
C			6.84	3.90	9.51
D				2.94	2.67
E					5.61

Use of Reference Tools

	B	C	D	E	F
A	1.83	0.44	4.47	1.22	3.84
B		1.19	6.10	2.85	5.47
C			4.91	1.66	4.28
D				3.25	0.63
E					2.62

Work-Study Skills

	B	C	D	E	F
A	0.34	0.84	3.21	0.07	1.59
B		1.18	3.55	0.41	1.93
C			2.37	0.77	0.75
D				3.14	1.62
E					1.52

Arithmetic

	B	C	D	E	F
A	4.31	6.59	9.11	6.26	10.08
B		2.28	4.80	1.95	5.77
C			2.52	0.33	3.49
D				2.85	0.97
E					3.82

Composite

	B	C	D	E	F
A	2.84	1.17	3.77	1.79	5.25
B		1.67	6.61	4.63	8.09
C			4.94	2.96	6.42
D				1.98	1.48
E					3.46

[a]Double underscored figures are differences significant at the one per cent level. Single underscored figures are differences significant at the five per cent level.

(Table VIII, p. 46 of the Gaver text)

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Table 2 shows that schools in Category III, A and B, showed significant differences in measures of educational gain in vocabulary, reading, language, use of reference tools and arithmetic, in the past two years, as compared with schools in Categories C and DE.

Table 3 indicates significant differences in gain of pupils who were in schools with libraries and librarians from pupils in schools with centralized collections or classroom collections only. These differences were in vocabulary, reading, language, use of reference tools, arithmetic and composite scores. Only in the comparison of work-study skills did differences not reach significance.

Pupils who had access to centralized collections exhibited signs of gain in language and composite skills when compared to pupils with classroom collections only.

TABLE 3.

SIGNIFICANT DIFFERENCES IN MEASURES OF EDUCATIONAL GAIN FOR SIXTH-GRADE PUPILS IN EACH CATEGORY[a]

Vocabularly		Reading		Language		Use of Reference Tools		Work-Study Skills		Arithmetic		Composite	
II	I	II	I	II	I	II	I	II	I	II	I	II	I
III 4.16	6.78	III 3.85	5.57	III 2.57	6.32	III 2.62	3.40	III 2.11	1.06	III 5.02	6.05	III 2.45	4.97
II	2.62		1.74		3.75		0.78		1.05		1.03		2.52

[a]Double underscored figures are differences significant at the one per cent level. Single underscored figures are differences significant at the five per cent level.

(Table IX, p. 47 of the Gaver text)

Conclusion:

The measure of educational gain between the fourth and sixth grades was found to be associated with the school library category.

The measures developed and the statistical procedures applied have, for the limited population used in this study, indicated that definite advantages accrue in schools that have school libraries manned by professional library staff.

Testimony based on the findings of this study was presented before the Committee on Education and Labor, U.S. House of Representatives, 89th Congress, first session. The Committee's Report No. 143, Pages 8-9, to the House of Representatives stated (in part):

> "The Committee believes not only that there is widespread lack of library resources, textbooks, and other instructional materials, in our elementary and secondary schools but also is convinced of the serious consequences to our educational program in the event there is a failure to fill this need."

As a result of the Committee's conviction that the testimony validated a genuine need for instructional materials, ESEA Title II (School library resources, textbooks, and other instructional materials) became a significant element of the Elementary and Secondary Education Act.

2. El-Hagrasy, Saad Mohammed. The Teacher's Role in Library Service; An Investigation and Its Devices
A thesis submitted to the Graduate School of Rutgers, The State University, in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy. Rutgers, The State University, New Brunswick, New Jersey, May 1961. VII, 267 p.

This study is based on the premise that the library provision in the elementary school (and in all schools) is an essential part of the educational process as stated in Standards for School Library Programs, American Library Association, 1960, Page 3:

> "Whatever form the soul-searching regarding the education of youth may take, sooner or later it has to reckon with the adequacy of the library resources in the school..."

It is also based on the assumption that where library service is provided for elementary school pupils - in the classroom, school library, or public library - the role of the classroom teacher is important.

The major hypothesis of the study is that there should be measurable relations between the following predictors: (p.6)

I. The teachers' reading habits

II. The teachers' library backgrounds;

and the following criteria:

I. The pupils' amount and kind of reading

II. The pupils' library skills.

Mr. Hagrasy, the investigator, developed a number of forms, termed "devices" to test these hypotheses and criteria:

Device 1: Reading Habits (of teachers)

Device 2: Library Backgrounds (of teachers)

Device 3: Library Activities (of the school)

Device 4: My Reading Notebook (pupil record)

Device 5: Pupil Purposes and Interests

Device 6: Library Skills Test (for pupils)

Device 7: Pupil Backgrounds (1. the pupils' I.Q.; 2. the father's or breadwinner's occupation; 3. the father's or breadwinner's education).

(These devices are included as Exhibits in this thesis, Pages 215-256.)

The research field for this study were two public elementary schools in Newark, New Jersey - designated in the report as School A and School C. The community of School A was composed of hardworking and thrifty families of various national and ethnic backgrounds. Most residents worked in factories near their homes. Only about 4 percent had attended or finished college. School C was located in a predominantly Jewish community of upper middle class status - in professional and business occupations. There were a number of refugee families from the Nazi regime. About 30 percent of the community's population had attended college and had postgraduate education.

School A had about 1,000 pupils, K-8. There were 32 classes; each class had one teacher, except four kindergarten classes to which two teachers were assigned. Mean I.Q. of the pupils was 105.

School C had about 700 pupils in 22 classes, K-8. Each class had a teacher, except that two kindergartens were given to one teacher, and one teacher was assigned to a special low I.Q. group. The mean I.Q. of the pupils was 118.

Since School C pupils had higher I.Q.'s, better class conditions, and more far-reaching ambitions, the contamination factor favored School C. School A had a centralized library and part time librarian. School C also had a centralized library and a full-time librarian.

The sixth grade teachers and pupils of both schools supplied the data as requested on the seven devices. The data were tabulated in relation to each of the seven devices and intercorrelations of data concerning teachers and pupils established. The general findings supporting the hypotheses that teachers' reading and library backgrounds are related to the pupils' amount and kind of reading and library skills were: (pp. 114-116)

Eight teachers were the population on the basis of which the hypothesis of the study was tested - four teachers were tested in connection with four sixth grade classes in School

A, and four teachers in connection with four sixth grade classes in School C. There were only two teachers (one in School A and one in School C) whose scores on reading habits and library backgrounds were significantly low (at 15% level or beyond); no teacher's score is significantly high.

For the two classes of the two significantly low teachers, the scores on pupils' reading and library skills are significantly low (at 15% level or beyond) although the larger parts of the contamination factor are in favor of those two teachers. This result means that the hypothesis of the study was substantiated without qualification as far as the significantly low group is concerned (that is, 100% of the group).

Five other teachers (three in School A and two in School C) are from the upper group but without significantly high scores (at 15% level or beyond) on reading habits and library backgrounds. Among the five classes of these five teachers, the score on pupils' reading and library skills was significantly high (at 15% level) for one class only, although the contamination factors are against the teacher of that class. This outcome means that the hypothesis of the study was substantiated without qualification as far as 20% of the upper group are concerned. As to the other four classes in this group, the scores are either the highest in the school (two classes in School A), very slightly under the mean (one class in School A, the score was 10 and the mean was 10.5), or under

the mean in the whole but higher than the average for a class of its type (low achievers). This means that the hypothesis of the study was substantiated with reasonable qualifications as far as 80% of the upper group was concerned.

The remaining teacher (School C) was from the top of the lower group. For the class of this teacher, the score on pupils' reading and library skills was neither significantly high nor in the highest score in the school. The score of the class, however, was relatively high. This outcome means that the hypothesis was substantiated even for the cases on the borderline.

The important outcome of this study is that the success of the library provision for pupils in the school depends, to a marked degree, on the teachers' reading habits and library backgrounds.

3. Fifteen Thousand Hours. Secondary Schools and Their Effects on Children. Michael Rutter, Barbara Maughan, Peter Mortimore, Janet Ouston with Alan Smith. Harvard University Press, Cambridge, Massachusetts, 1979. 285 p.

A major purpose of this survey was to determine whether secondary schools in deprived inner city areas necessarily promoted failure of their students, or whether there are significant differences among high schools in inner cities which can be indicators of the possible academic and social success or failure of their students. The study has valid implica-

tions for the school library - it was not directly focused on it.

The chief investigator of the study was Michael Rutter, Professor of Child Psychiatry, Institute of Psychiatry, University of London, and he was assisted by Barbara Maughan, Peter Mortimore, and Janet Ouston, researchers at the Institute of Psychiatry, University of London. The study was conducted during a three-year period in a large urban area of London, England.

The title of the study Fifteen Thousand Hours refers to the amount of time children spend in elementary and secondary schools, and considering this enormous expenditure of time, it is of great importance that the schools should contribute positively to the development of children and not be regarded as places in which disadvantaged children spend or waste their time.

In this three-year study, Rutter's team found that some schools were much better than others in promoting the academic and social success of their students, and that clear differences among the schools promoting success and those promoting failure could be identified. These differences can be interpreted as important guides for planning educational and social change in inner city high schools.

The research team did not arbitrarily identify the factors by which good schools could be differentiated from poor ones,

but through interviews and observation identified these factors and used the word "processes". These processes were tested in a number of ways to determine whether they would contribute to the team's understanding of influences on the school.

One process which the team identified was the extent to which the schools placed emphasis on academic activities. These activities included homework, display of children's work on classroom walls, the proportion of the school week devoted to teaching, and the use of the school library.

Children's reported use of the school library correlated significantly with academic emphasis and outcome (Table 4).

Table 4

Academic Emphasis and Outcome

Item	Correlations with outcomes*			
	Att.	*Beh.*	*Acad.*	*Del.*
1. Homework observed during the 1st year lessons	0·40	*0·76*	0·41	0·42
2. Homework as reported by 3rd year maths and English teachers	0·49	0·46	*0·61*	0·32
3. Teachers' setting of homework checked	0·49	0·16	*0·52*	0·50
4. % of 3rd year class expected to gain 'O' level in English and maths	0·57	0·18	*0·55*	0·22
5. Children's work displayed on walls	0·34	0·17	*0·50*	0·42
6. Total teaching time per week	*0·63*	0·06	0·35	0·46
7. Head teacher's reported pastoral emphasis (negative relationship)	0·38	*0·60*	0·20	0·45
8. Children's reported use of school library	*0·52*	0·43	*0·64*	0·55
9. Group or supervised course planning	*0·66*	0·14	0·35	*0·78*
10. Teachers teaching own subject only (negative relationship)	0·40	*0·67*	0·28	*0·67*

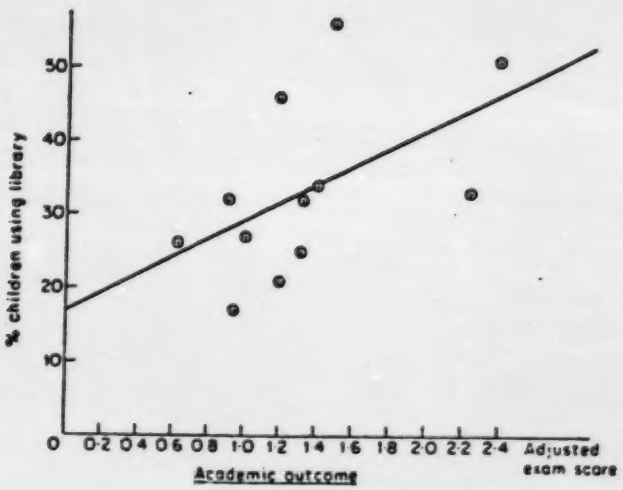
* Significant correlations are shown in italics

The proportion of children who reported using the school library during the previous week related to both attendance and academic outcome. All the schools rated highly in academic outcome had good libraries and some, at considerable expense, ensured that they were open after school and in the dinner hour. An average one child in three had used the library during the previous weeks, but this varied from 17 percent in one school to 56 percent in another (Table 5).

The fact that the school library and its use was one of the factors by which an inner city high school could be identified as promoting academic success is a very important consideration for the planning, development and reform of curriculum and instruction in the secondary school.

Table 5

Library Use and Academic Outcome



4. Perez, Virginia Betancourt de, "Modernizing Education in Latin America Through School Libraries". School Libraries, Winter, 1971. pp. 36-40.

At the time Mrs. Perez presented this paper at a meeting of the American Association of School Librarians, July 1, 1970, she was Director, Banco del Libro, Caracas, Venezuela. Mrs. Perez described a number of steps taken, including research, which resulted in the Guayana project - the building and organizing of six elementary school libraries and fourteen other school libraries in the same city, for demonstration purposes.

As a result of a series of political, economic and social setbacks, those in power in Latin American countries came to realize that human resources are key factors in national development and that education is essential. In 1967 seventeen heads of state signed the Declaration of the Presidents of America in Punta de Este, which affirmed that "education consitutes a field of high priority in the policy of overall development of the Latin American nations" and pledged "to push forward education decisively as a means of development." She pointed out that the Spanish-speaking nations of Latin America generally believed in a traditional concept of education. But educators agreed on certain concepts required to modernize their school system:

1. Rethink radically concepts of education
2. Modify the curriculum and revitalize organized structures
3. Improve teacher training to encourage creativity and continuous evaluation
4. Provide schools with up-to-date, highly stimulating, educational materials. (Emphasis added)

To overcome rigid attitudes toward education, it was important to discover valid shortcuts for modernizing education. In Venezuela, the Book Bank, a private organization, undertook to promote a fuller and more imaginative utilization of educational materials. Because of the dearth of reading material and uneven publishing of low quality, the Book Bank introduced two activities: it served as a center for the exchange of books between those with generous supplies of books and those who lacked them. The second activity was to initiate a study of the selection, distribution, and use of school books in Venezuela primary schools. This study was carried out jointly with the Venezuela Ministry of Education, and stimulated a seminar on the problem of supplying good educational materials. Editors, authors, book sellers, teachers and union representatives participated in the seminar and gained a common ground of understanding.

Through research, a massive printing of a modern elementary reader, and the organization in Caracas of nine school libraries, a pedagogic library and a model public library for children and young people, they concluded that their efforts would be most productively directed toward establishing school libraries. They considered school libraries to be the most effective means to renovate education because:

1. They influence students, teachers, and the community in a deep and lasting manner
2. They are valid for all levels of education
3. They have functioned well in other countries with different educational systems
4. They distribute materials more economically to greater numbers and insure maximum use
5. They pool resources and make the best use of most efficient teachers
6. They stimulate regional production of written or audio-visual materials
7. They encounter less resistance by teachers than curricular or organizational changes.

Until 1965, the fact that libraries can be an efficient means of educational renewal was understood by only a small group. In order to convince more people and spread the idea on a national scale, they decided to undertake a pilot program

of school libraries. The pilot project was begun in Ciudad Guayana, an important industrial center. The Guayana Book Bank project was the result of joint action by the Ministry of Education and the Venezuelan Guayana Corporation, a public organization responsible for the overall development of the region of East Venezuela. In 1981, this project is still basic to school library development in Venezuela.

They established short, medium and long range goals for the project. Among the primary goals were: to stimulate student curiosity and creative imagination; to form good reading habits among students and teachers; to update teachers' knowledge and stimulate full use of educational materials.

Additional goals were the production of better and more varied educational materials and the creation of a regional system of school libraries. They included the training of school administrators in directing the creative use of library materials, and the continuous evaluation of library activities.

For the Guayana project, they developed a study program to measure its effects. They found these outcomes:

- Children responded enthusiastically to the new materials and participated responsibly in library operations.
- Teacher-librarians, without previous experience, were highly effective when properly trained, supervised and paid.

. School libraries, if organized as a system with common standards and procedures, are efficient means of educational renewal.

5. Project Talent. A Survey and Follow-up Study of Educational Plans and Decisions in Relation to Aptitude Patterns: Studies of the American High School. John C. Flanagan, John T. Dailey, Marion F. Shaycoft, David B. Orr, Cooperative Research Project No. 226, Office of Education, U.S. Department of Health, Education and Welfare. Project Talent Office, University of Pittsburgh, Pittsburgh, Pennsylvania, 1962. 11 chapters, not continuously paged.

Project Talent was an exceedingly complex study of the American High School and was continued for a number of years. It analyzed many of the characteristics of the American public and private high school and collected data as well on students' aptitudes and achievements, backgrounds, aspirations and plans. Like Fifteen Thousand Hours it was not directed primarily to the school library, but contained important implications for interpreting the school library in the context of American secondary education, and post high school plans and decisions.

One of the many characteristics of the American high school on which data were collected in the beginning of the study was the number of books in the school library.

An important conclusion of the study relating to the school library was stated as follows: (pp. 9-36)

Student achievement in most subjects is predictable

to a high degree upon ability plus amount of exposure to experiences related to the subject matter areas: For English achievement the most important factors are:

a. Being in an academic curriculum rather than in a vocational high school

b. Having well-paid and experienced teachers

c. Having an adequate library in the school. (Emphasis added)

d. Having considerable homework

e. Having study halls.

Somewhat the same conclusions can be made about other subject matter areas except that in cases of areas other than English, the size of the library is not as important.

Another important conclusion indicated that four of the most important treatment factors closely and uniquely associated with school outcomes such as achievement, going to college and staying in school were: (pp.9-36)

a. Teachers' salaries

b. Amount of teachers' experience

c. Number of books in the school library (Emphasis added)

d. Per pupil expenditure

On the other hand, the data on Project Talent indicates

that the following characteristics seemed unlikely to be important causes of excellence of school output: (pp. 9-36)

a. School size

b. Average size of classes

c. Age of building

d. Suburban location.

Since the latter four characteristics have received a great deal of attention in educational planning - in many instances rather more than the size of the school library, or teachers' experience and salaries - the indication of a relationship between the resources of the school library and the post high school plans of students are still worthy of attention in 1981.

B. Evaluative studies and reports summarizing the effects of school media centers/libraries on teaching and learning under the U.S. Government programs: Titles II and IV-B of the Elementary and Secondary Education Act - School Library Resources, Textbooks, and Other Instructional Materials (Equipment was added in Title IV-B)

The purpose of ESEA Title II was to make school library resources, textbooks, and other instructional materials available for the use of children and teachers in public and private schools of the United States. The program included the schools of the outlying areas of the United States and those under the jurisdiction of the Bureau of Indian Affairs.

In Regulations, "School library resources" are defined as printed and audiovisual materials processed and organized for use in a school library/media center.

"Other instructional materials" are defined as printed and audio-visual materials not processed and organized for use.

"Textbooks" are defined as books, workbooks or manuals intended for use as a principal source of study material for a class or group.

The first fiscal year of the ESEA Title II program was 1966, and it is still operative in 1981 as part of Title IV of the Elementary and Secondary Education Act (1974). It has been administered by the U.S. Office (now Department) of Education. Grants, based on pupil enrollments, are made to State departments of education. The annual amounts made available have ranged variably from $100,000,000 in 1966 to $161,000,000 in fiscal 1982. In this current administration, it is planned that funds for the program are to be transferred to the States in block grants.

The States consistently have elected to give priority in their use of funds to school library resources: about 90 percent, with about 5 percent for other instructional materials and 2 percent for textbooks. For books in all three categories, the expenditures represent about 70 percent of the total.

In 1967 it became apparent to the U.S. Office of Education and to officials of State and local school systems, that Title II of the Elementary and Secondary Education Act should be evaluated, and its impact on instruction, learning and achievement assessed. Accordingly, after a series of meetings, three evaluative studies were decided upon and initiated.

The three evaluative studies conducted by the U.S. Office of Education of Title II of the Elementary and Secondary Education Act are:

1. An Evaluative Survey Report on ESEA Title II: Fiscal Years 1966-68. Part I, Analysis and Interpretation. Part II, Tables. Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C., 1972

2. Emphasis on Excellence in School Media Programs. Descriptive Case Studies Special-Purpose Grant Programs. Office of Education, U.S. Department of Health, Education and Welfare, 1969; reprinted 1973

3. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities. Title II, Elementary and Secondary Education Act. Office of Education, U.S. Department of Health, Education and Welfare, n.d. [1969]

1. An Evaluative Survey Report on ESEA Title II: Fiscal Years 1966-68, Part I. Analysis and Interpretation. Part II Tables. Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C., 1972

This complex survey, covering by sample, elementary and secondary schools of the United States, had two major broad objectives:

1. To determine the effect of increased instructional materials on the improvement of instruction.

2. To determine the effect of increased instructional materials on pupils.

Table 6 shows the funds available and funds expended for State administration and acquisitions under ESEA Title II programs: Fiscal years 1966, 1967, 1968 and 1969.

Table 6 --Funds available and funds expended for State administration and acquisitions under ESEA title II programs: Fiscal years 1966, 1967, 1968, and 1969

Fiscal year	Allotment	Expenditures					Percent of allotment expended
		Administration		Acquisitions		Total amount (cols. 3+5)	
		Amount	Percent	Amount	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1966.....	$100,000,000	$1,984,158	2.0	$95,298,079	98.0	$97,282,237	97.3
1967.....	102,000,000	3,812,688	3.8	95,745,032	96.2	99,557,720	97.6
1968.....	99,234,000	4,428,073	4.5	94,024,821	95.5	98,452,894	99.2
1969.....	50,000,000	3,035,422	6.2	46,153,184	93.8	49,188,606	98.4
Total....	351,234,000	13,260,341	3.8	331,221,116	96.2	344,481,457	98.1

Staff of State departments of education and local school districts worked with professional, technical and research staff of the U.S. Office of Education on the plan and design of instruments of the study, in four regional conferences. Data were collected by means of five forms:

1. A school district questionnaire
2. A public school supplement
3. A private school supplement
4. A school principal questionnaire
5. A school media personnel questionnaire.

State departments of education cooperated with the U.S. Office of Education in the distribution of the forms and the collection of the data.

There were 482 school districts in the sample stratified by enrollments. Table 7 shows the total number of eligible and participating public school children in ESEA Title II programs, by educational level of school district, 1965-66, 1966-67 and 1967-68.

Table 8 shows the total number of public schools enrolling eligible and participating children in ESEA Title II programs, by educational level of school district, 1965-66, 1966-67 and 1967-68. The response vote for the school districts was 93.2 percent.

Table 7 --Total number of eligible and participating public school children in ESEA title II programs, by educational level of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	1965-66			1966-67			1967-68		
	Number of children eligible	Children participating		Number of children eligible	Children participating		Number of children eligible	Children participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	39,837,380	32,920,769	82.6	41,066,312	38,006,907	92.6	42,175,646	39,969,902	94.8
Elementary..	24,740,217	20,860,857	84.3	25,420,770	23,317,070	91.7	25,971,337	24,514,436	94.4
Secondary...	15,097,163	12,059,912	79.9	15,645,542	14,689,837	93.9	16,204,309	15,182,466	93.7

Table 8 --Total number of public schools enrolling eligible and participating children in ESEA title II programs, by educational level of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Public schools								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	79,464	64,635	81.3	79,737	72,714	91.2	79,629	74,230	93.2
Elementary...	57,921	47,844	8 .6	57,932	53,285	92.0	57,783	53,805	93.1
Secondary....	21,543	16,791	77.9	21,805	19,429	89.1	21,846	20,425	93.5

The study collected a great variety of basic data. Examples are: funds made available and expended; number of schools, teachers, public and private school pupils served; ranking of relative need factors; total and per pupil expenditures; percents of minority pupils served; percents of pupils in various economic levels served; types of materials for which funds were expended. On the effects of the program on instruction and pupils, data were collected on number of schools reporting an increase in use by pupils of the school media center for class assignments; by pupils with reading difficulties; by gifted pupils; by pupils for reading for pleasure; by pupils for home use of audio-visual materials. Also collected were the number of schools reporting increase in practices of classroom teachers concerning instructional materials. These and other data are recorded on 76 tables in Part II of the Report.

The effects of ESEA Title II on pupil use of instructional materials as evidenced by this evaluative survey in summary were:

- 59,000 schools (40,800 elementary and 18,400 secondary) reported increased use of school media centers for class assignments between 1965 and 1968.
- 57,876 schools reported an increase in the use of the media center by pupils with reading difficulties, 1965-66 and 1967-68.

. 60,000 schools reported an increase in the use of the school media centers by pupils for reading for pleasure, 1965-68.

. 56,000 schools reported increase in the use of the media centers by gifted children.

. 12,642 schools reported an increase in home use of audio-visual materials from the school media center; 49,713 schools reported no increase.

In relation to teacher practices with instructional materials, the report shows the following:

. 95% of the schools reported that teachers increasingly asked media specialists (librarians) for help in locating materials, and for borrowing materials for classroom work.

. 92% of the schools reported that teachers were using professional materials to a greater extent.

. 88% said that to a greater extent teachers were bringing their classes to the media centers to learn about them.

. About 83% reported an increase in the use of teachers to evaluate materials before purchase.

2. Emphasis on Excellence in School Media Programs. Descriptive Case Studies Special-Purpose Grant Programs. Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C., 1969.

The ESEA Title II statute (Public Law 89-10) required that the states distribute funds to local school districts on the basis of the "relative need" of children and teachers for school library resources, textbooks, and other instructional materials. The criteria for determining relative need included a number of factors: among them were requirements of elementary and secondary instruction; quality and quantity of materials available; degree of economic need; requirements of children and teachers in special or exemplary instructional programs. Under this last criterion 30 states reserved a portion of their Title II funds for special-purpose grants to provide extraordinary amounts of materials for the development of model school library/media programs, or to meet needs in special programs. Schools competing for these funds were required to meet certain stipulations in staff, facilities and commitment to the development of exemplary or special school media programs.

In planning for the evaluation of ESEA Title II after the first three years of the programs, it was decided that a selection of these special-purpose grant programs would be studied on a case basis. Accordingly, survey instruments were designed and eight schools of differing grade ranges

and geographic locations were selected. (See Table 9 for summary information on individual schools and the ESEA Title II special-purpose grants.)

Table 9. Summary Information on Individual Schools on the Eight Descriptive Case Studies and Amounts of the ESEA Title II Special-Purpose Grants

Schools	Grades	Enrollments 1968	No. of Classroom Teachers	Amounts of ESEA Title II Special-Purpose Grants
Eagle Drive	K-5	1158	43	$40,500
Lawsonville Avenue	K-6	435	17	5,229
Prairie	K-6	658	27	26,645
Burnt Hills Ballston Lake	7-9	1150	69	36,999
Lexington	7-9	1223	48	21,619.32
Michigan Avenue	5-8	511	27	9,992
Hemet	9-12	1414	58	58,810
Highland Park	10-12	1300	67	31,842

Media specialists were appointed to conduct the case studies; four of these specialists were from institutions outside the U.S. Office of Education, and four were staff of the U.S. Office. One specialist visited each school for about four days in May, 1968 and conducted interviews with the principal, teachers, librarians and pupils. This report describes the findings for each of the eight selected schools.

As an example, one of the schools was Eagle Drive Elementary School in Patchogue, Long Island, New York, a relatively poor community with small vegetable farms and small business as sources of income. The school had grades K-5, and an enrollment of 1,158 served by 43 classroom teachers. In addition, two specialists each in reading, art, music and physical education were assigned full-time to the school. Approximately 27 percent of the enrollment were Puerto Rican and Negro.

There were two media centers in this school - one serving grades K-3, and the other grades 3-5. Both were open before classes, all the school day and an hour after school. There were two full-time media specialists (librarians) and one full-time media aide serving both of the centers. For the years 1966-68, Federal funds provided $74,195 for the media programs, of which $40,500 was from ESEA Title II. These

funds supported both added staff and additional printed and audio-visual materials.

These additions enabled the professional media staff to participate for the first time in varied instructional activities:

- Team teaching
- Introduction of classroom units using media center materials
- Departmental meetings
- Orientation of new teachers
- Classroom book and film discussions
- Work with teachers in selection of new materials.

The interview guide designed for the survey of each schools's program included a number of questions related to: curriculum and instruction; utilization of materials by teachers; school and community attitudes; pupil behavior. The guide provided a rating scale for the items under each category: A - To a great extent; B - To a limited extent; C - Not at all; D - Don't know.

Following are responses to selected items on the interview guide, by teachers of Eagle Drive Elementary School, and by a composite of the teachers of all eight schools (Table 10):

Table 10. Extent to Which Teachers of Eagle Drive Elementary School, and in a Composite of 8 Schools Observed Evidence of Change Since Additional Materials Were Made Available

Selected Item	Eagle Drive				Composite of 8 Schools			
	A	B	C	D	A	B	C	D
	Great Extent	Limited Extent	Not at All	Don't Know	Great Extent	Limited Extent	Not at All	Don't Know
	%	%	%	%	%	%	%	%
1. Increased materials have contributed to individualization of instruction	64.7	23.5	2.9	8.8	60.2	33.3	.9	5.4
2. Teacher interest in using materials in classroom instruction has increased	79.4	14.7	0	5.8	75.6	19.2	.9	5.1
3. The increase has contributed to student learning and achievement	67.6	23.5	0	8.8	63.4	28.8	6	7.0
4. Students who seldom used the media center before have been attracted by the new materials	44.1	32.3	0	23.5	56.4	22.2	1/2	19.2

The favorable responses of the teachers to the changes indicated in the selected item on Table 8 are similar to the responses in all 34 items on the tables of the report: pp 18-20; 185-188. These tables show that Emphasis on Excellence in School Media Programs has strong evidence that extraordinary amounts of funds and support for school library materials, staff and services affect positively methods of instruction, pupil use of printed and audiovisual materials, pupil achievements, and community support.

It should be noted that the specialists in educational research and statistics who advised on the design of the three evaluations of ESEA Title II believed that the aggregation of opinions of teachers and other school personnel on such questions as the effects of media on achievement had greater validity than standardized testing because of the extreme difficulty of isolating factors other than school media materials and services in the school and community environment.

3. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities. Title II Elementary and Secondary Education Act of 1965. Office of Education, U.S. Department of Health, Education and Welfare, n.d. [1969].

Testimony before the U.S. Congress prior to ESEA Title II that there were more than 10 million elementary school pupils attending schools without libraries, prompted to a

great degree the inclusion of Title II in the Elementary and Secondary Education Act. Accordingly, an important investigation in the total evaluation plan for ESEA Title II was to study elementary schools which had no libraries prior to the provision of Title II funds.

Unlike the schools with special-purpose grants, the schools studied in this evaluation had no basic collections of books and other materials. The standards of the American Library Association in effect at that time recommended an initial outlay for the establishment of new media centers, but none of the schools in this study had received such an outlay, only an annual per-pupil amount.

To assess the effects of Title II on such schools, case studies were conducted of nine elementary schools in three inner cities -- Cleveland, Ohio; Buffalo, New York; and Los Angeles, California. The schools selected had to have had the media centers established since the inception of the Elementary and Secondary Education Act, the media centers had to have some professional staffs, and the schools had to be located in ghetto areas of the inner cities. (Table 11 provides summary information on the individual schools in the three inner cities and amounts of ESEA Title II grants.)

Table 11. Summary of Information on Individual Schools by the Nine Elementary Schools in Three Inner Cities, and Amounts of the ESEA Title II Grants

Schools	Grants	Enrollments	No. of Classroom Teachers	Amounts of[1] ESEA Title II Grant
Cleveland				
A	K-6	1375	35	$ 8,232
B	Pre K-6	850	21	5,712
C	Pre K-6	493	14	3,802
Buffalo				
D	Pre K-6	767	29	2,242
E	Pre K-6	1259	48	11,323
F	Pre K-6	703	36	8,002
Los Angeles				
G	K-6	1383	80	2,153
H	K-6	738	31	1,274
I	K-6	1298 est.	59	1,485

1) Amounts are the totals for the three year period - 1966, 1967, 1968

Interview guides were developed in the U.S. Office of Education with the assistance of consultants. A team of six interviewers conducted the studies -- three from the U.S. Office, two directors of school library services in large city school systems, and one professor of school library administration in an institution of higher education. The team members visited each community and school, and interviewed principals, teachers, media specialists and pupils. One week was spent in each community during the period May 6-17, 1968.

The nine principals interviewed felt that the establishment of media centers had varying degrees of influence on changes in the instructional program and on teaching methods. They predicted that the potential for change would increase as the collections grew. Teachers also stated that the potential of the media center materials for effecting change on instruction was great, but the amounts of materials were at that time too small. Furthermore, at that stage of development, no appreciable difference in pupil achievement was noted.

An inhibiting factor to the use of materials was rigid scheduling of pupils to the media center (usually once a week) and in addition there was very little evidence of training in media skills, or working with teachers on integrating media center materials with units of class work.

The greatest impact on the centers and the materials was made on the pupils enrolled in the nine schools of the study. About 99 percent of the pupils interviewed reported that they liked to go to the media center because they liked to read and that they could locate materials in the center to assist them with their school work. They liked the accessibility of the media centers.

Forty-five pupils in School G, Los Angeles, gave as their reasons for enjoying the media center the following:

Reason	Number of Pupils
I like to read	37
I like to study there	31
It is quiet	25
The librarian is nice	23
I like to look at filmstrips	18
I like to look at pictures	13
It is pretty	12
I like to listen to records	9
Someone reads to me	4

Pupils in School G also made suggestions for improving the media center services and materials:

Scheduling

I wish it would stay open more later.

I wish we could go more often to the library.

I would like it to be more later after school.

Staff

I wish they would have more librarians.

Collection

I want more books to be smart, and learn more, and books of the future.

I think we need more dictionaries and reference books because I go to the library often and they are gone.

They have many things we like.

There were other positive outcomes cited in the report:

. ESEA Title II provided the impetus for the establishment of the media centers

. ESEA Title II was the incentive for an increase in local funds in Los Angeles and Cleveland, and an increase in in-state funds in Buffalo, for media center materials.

The provision of media center resources, staff, and facilities has been instrumental in changing pupil attitudes toward reading and in creating a more critical attitude toward literature.

II. How media centers and services supplement or substitute for traditional classroom experience and support independent learning.

The provision and continuing development of elementary and secondary school media centers with books, other printed materials, audiovisual materials and equipment, serving all teachers and pupils and open at all times during the school day and after hours, constitute the optimum basis for supplementing classroom experience and supporting independent learn-

ing. However, inadequate funds for media center staff and materials, the separation of audiovisual from printed materials and limited hours of media center service to teachers and pupils, inhibit the opportunities for independent learning in many schools.

There are a number of vital professional statements which support the necessary components of independent learning. For example, the Foley Report of the Working Party on School Libraries, Department of Education, Wellington, New Zealand, 1978 (as quoted in Recent Advances in School Librarianship by Frances Laverne Carroll, p. 187-8) states:

> "The objectives of the school library are:
>
> To support, complement and extend the school's education programme;
>
> to ensure that appropriate resources are available to all staff and students;
>
> to provide opportunities for the guidance of staff and students in the use of these resources, ensuring not only that they are able to locate information, but also that they are able to use it with understanding;
>
> to provide a place where students are welcome, where they are assisted by skilled staff to explore the worlds of imagination and information, and where they can develop the desire and the skills to learn independently;
>
> to cater for students' recreational, cultural and social needs beyond the school's instructional programme."

The schools of New Zealand are meeting some of these objectives, but lack of qualified media staff is a deterrent factor.

The UNESCO publication Guide For the Conversion of School Libraries Into Media Centres, 1977, also has a strong introductory statement on independent learning (page 9):

> "The growing importance of informal education, the gradual disappearance of the notion of accepted truth, the vertiginous growth of knowledge and its scientific and technical character, are leading to the emergence of conditions which will enable the pupil's capacity for independent endeavor to be developed while he is still at school. Henceforth, each individual will have, to a greater extent, to assume responsibility for his own instruction in the context of a lifelong education in which compulsory school attendance is no more than a stage.
>
> ... The idea of the media centre, where printed and audiovisual materials are organized with a view to assisting self-instruction among pupils, is still far from widespread. Such centres ... afford the pupil the possibility of following unaided a programme of study combining reading and audio-visual documentation."

A number of examples of school libraries transformed into media centers, and the subsequent emphasis on instructing pupils in the location and use of information independently are described in this publication. Among them are: The College Voltaire in Geneva, Switzerland; the Malmo School of Education, Sweden; the Louis Lumiere Lower Secondary School, Marly-la-Roi, France.

The UNESCO Draft School Library Media Service Manifesto also supports independent learning:

"UNESCO and School Library Media Service

The United Nations Educational, Scientific and Cultural Organization was founded to promote peace and welfare by working

through the minds of men and women. This manifesto proclaims that school library media services are essential to effective education for all children and adolescents and that education is a vital agent for fostering peace and understanding between peoples and nations.

School Library Media Service

Effective school library media service is essential both to the achievement of the educational programme of the school and as a necessary component of total library service. An effective school library media service will:

- give continuing support to the teaching and learning programme and provide impetus to educational change
- ensure maximum access to the widest possible range of resources and services
- equip students with the basic skills to obtain and use a wide range of resources and services
- lead them towards a lifetime use of libraries for recreation, information and continuing education

To achieve these objectives the school library media service will:

- require staff with professional qualifications in education and librarianship, assisted by sufficient support staff
- need an adequate collection of relevant print and audio-visual materials

- require physical facilities to house resources, ensure access, and facilitate services.

Extent of Services

Resource services should provide:

(1) a wide variety of print and audiovisual materials. These materials need to be evaluated, selected, acquired and organized for use in accordance with accepted procedures to facilitate access, to ensure use and to avoid unnecessary duplication of materials.

The printed word has been traditionally accepted as the medium for the recorded communication of knowledge, ideas and information. Books, periodicals and newspapers continue to be most important resources in school libraries. Technology has created new forms of record, which have become an increasing part of the school library's stock. These forms include print in reduced form for compact storage and transport, films, slides, gramophone records, audio tape and video tape, tactile objects, media kits and realia.

(2) materials which serve the special needs of gifted children and slow learners, as well as the special needs of children learning under various conditions.

(3) facilities, equipment and materials for both individual and group use.

(4) opportunities for personal enjoyment, recreation and stimulation of the imagination.

(5) resources for encouraging research and the development of study skills.

(6) materials for the professional growth of teachers and for the selection and production of resources to support curriculum development, implementation and evaluation.

Sharing Resources

This manifesto recognizes that the involvement of the whole community in the planning of total library services is essential. Such involvement should accommodate all interest groups concerned. Although its primary purpose is to meet the needs of school students and teachers, the school library media centre must be seen as one element of the library network which may contribute to the total library service of the community within the terms of its resources." (Emphasis added)
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Media Programs District and School, the 1975 standards of the American Association of School Librarians and the Association for Educational Communications and Technology state (p. 5):

> "Media programs contribute to the life experience of users and their individual self-fulfillment. Program evaluation requires continuous identification and appraisal of the contacts or interfacings among users

and media program components, so as to determine the degree to which operational design facilitates or blocks the attainment of objectives. Effective media programs satisfy both individual and instructional purposes in a balanced and aesthetically rewarding way."

The eight schools described in Emphasis on Excellence in School Media Programs are good examples of media centers and materials used for both instructional and independent purposes. Guam, in the Annual Report of Title II of the Elementary and Secondary Education Act, Fiscal Year 1972, reported:

> "Guam's school learning resources centers are all working toward vigorous programs using print and non-print materials for the nongraded primary, some special classes, the bilingual program, team teaching in both elementary and secondary schools, accelerated and honor groups, modified programs for slow learners. All depend heavily on media collections, to which Title II has been a substantial contributor. More student initiated activity is being encouraged. Through the use of independent study, they establish their own learning goals and have a greater role in determining what resources may be used to meet them. They are able to organize their own time and decide what standards will be used to determine when the goals have been reached."

In the May Hill Arbuthnot Honor Lecuture, "Information: A Necessity for Survival!" Top of the News, summer, 1981, page 326, Virginia Betancourt stressed the need in Venezuela to link the publishing of children's books with their school libraries and network of public libraries. She stated:

> "In countries such as ours, where there is no reading tradition, it is not sufficient to make a variety of materials of the proper quality available to the child or youth. It is also necessary to encourage young people to enjoy reading and to seek and use information to help solve their problems. That is why

> libraries cannot be just places for reading. They must also be centers of cultural and educational activity to which people must be enticed and where they must be won over to the realization of the pleasure and necessity of reading and information.... The library must be an intermediary between the sources and the public.... We are persuaded that for behavior to become meaningful to people, a consistent effort should be made in the production of material which corresponds, in quality and content, to the real needs of our country, particularly with regard to children's books."

In many developing countries school library service is in a very formative stage. Nigeria, of course, under the creative leadership of F. Adetowun Ogunsheye, Head, Department of Library Studies, University of Ibd dan, has made exceptional progress in the development of elementary and secondary school libraries. In her presentation at the International Federation of Library Associations meeting in Brussels, 1977, "An Experiment in Library and Information Service to Primary Schools - The Case of Abadina, Nigeria", Mrs. Ogunsheye made this statement related to independent learning:

> "The modern complexity in information records and their presentation call for a structural systematic [library] education system at all levels - primary, secondary and tertiary - if our modern sophisticated library and information services are to be understood and used."

Some Examples of Recent Progress in School Libraries of Developing Countries

The International Handbook of Contemporary Developments in Librarianship, edited by Miles M. Jackson, and scheduled for publication in December, 1981, came off the press in January of 1982. It covers developments in all types of libraries in Africa, the Middle East, Asia, Oceania, Europe, North America, Mexico, and the Caribbean. In this section of the Background Paper #1, some selected examples of recent progress in school libraries of developing countries, as reported in this new Handbook, are described briefly. These examples may serve to identify trends and practices for consideration in planning new or revised programs of school library/media services.

Africa

Kenya

At present, there is no specific government policy on school libraries. However, this situation is likely to change in the near future. James Kamunge, the chief inspector for schools, addressing a Kenya Library Association course for library assistants in November, 1979, reported that his department would be seeking the advice of the Kenya Library Association on establishing a school library service network in Kenya.

Liberia

School libraries are an essential part of Liberia's school system. The enthusiasm for school library services is spreading throughout the country. As of 1979, 258,107 students were enrolled in the schools. The supervision of school library programs in Liberia is the responsibility of the Ministry of Education. School library programs are being urged in every school to encourage reading and to improve reading skills and comprehension. Teachers make use of the existing library collection in preparing their lesson plans.

Tanzania

A department of the National Central Library is concerned with library work for schools and children. There was an early staff appointment of a school and children's librarian to coordinate public and school libraries. The National Central Library provides: 1. lists of recommended books and periodicals for secondary schools, 2. a manual of library organization for teacher-librarians, 3. standards for school libraries, 4. occasional courses and seminars for teacher-librarians, 5. cooperation with the Ministry of National Education in the design of school libraries, especially joint public/school libraries which can be used by students and adults, 6. a subprofessional national certificate course for library assistants.

The Middle East

Jordan

The Ministry of Education, through its School Libraries Division, supervises school libraries in 509 primary, 309 preparatory, and 117 secondary schools. The Division has helped establish school libraries in twelve educational districts. Bookmobile services are provided to schools in rural or arid areas where the student population is too small to warrant the establishment of permanent school libraries.

Kuwait

Kuwait has about 270 school libraries with a total collection of 1.3 million volumes distributed among 52 kindergartens, 111 elementary, 90 intermediate, and 35 secondary schools. The Ministry of Education, through its Department of School Library Service, supervises all school libraries, and performs selection, book processing and in-service training programs.

Asia

The People's Republic of China

Elementary and secondary school libraries are under the supervision of the Ministry of Education. They vary in size from a simple reading room to a substantial collection headed by professional staff and usually aided by the students.

The Nankai Middle School in Tianjing (Tientsin) with a collection of one hundred thousand volumes is an example of a well-organized school library serving five upper grades. Children are further served through the public library and the reading rooms in the Children's Palaces.

Phillipines

The development of school libraries in the Phillipines has been painfully slow. The Phillipine Association of School Librarians (PASL), organized in 1977, is committed to improving the status of school librarians. This is a significant development, for at last the Phillipines has a strong, united organization of all school librarians capable of improving and developing libraries in all schools. The PASL has conducted two conferences for updating the competencies of school librarians.

Singapore

In 1970, the Ministry of Education set up a Standing Committee for Libraries. The committee, consisting of librarians, principals, and officials from the Ministry of Education, set out to evaluate the library scene and to make recommendations for its improvement. Among these recommendations was the formulation of standards to serve as goals for school library development. Two sets of standards -- one

for secondary school libraries and one for primary school libraries were formulated, and were approved and adopted by the Ministry of Education. In 1973 the Ministry set up a Library Unit within its Curriculum Section. The Unit surveyed the facilities, usage, personnel and services of school libraries. The findings formed the basis for objectives and strategies. The findings revealed three areas that needed close attention: physical space, library personnel, and reading habits among students. In 1976, a new training scheme for teacher librarians was initiated. It is termed the Ongoing Inservice Training Program, and is part of the total program for school library development.

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